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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the effects f the political reforms of the Progressive Era. | 5.2.1.b Describe local, state and national reforms that addressed political corruption, including secret ballot, referendum, initiative, recall, the city manager, and the direct election of senators. **(referendum, initiative, recall, city manager, direct election of senators, Australian ballot)**  5.2.1.c Describe the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution **(16th, 17th, 18th, 19th amendments)**  5.2.1.d Describe the impact of government actions on big business and labor, such as Supreme Court cases and legislation as remedies to problems in society. **(Clayton Anti-Trust Act, Sherman Anti-Trust Act, Interstate Commerce Act, trust-busting, Theodore Roosevelt)** 5.2.1.e Analyze the role of presidential power and the shaping of the modern presidency, such as the Square Deal and Roosevelt’s response to the 1902 Coal Strike. **(Square Deal, 1902 Coal Strike, executive power, Theodore Roosevelt, Woodrow Wilson)**  **)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will create an advertisement in support or opposition to one of the major political reforms of the time. They will write a couple sentences describing the advertisement and use images as well. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | Why were muckrakers important to the progressive era? | |
| **LESSON CYCLE: GO** | **OPENING. (15 min.)** | |
| Why were Muckrakers important to the Progressive Era?  Quiz Review: Look over your quiz. You have until Friday to correct your quiz for half of the pts you lost (if you lost 10 pts you can earn as many as 5 pts back). | |
| **INTRODUCTION OF NEW MATERIAL. (25 min.)** | |
| Students will discuss the political problems of the time and then follow along with a powerpoint of some of the main political reforms of the time period. Students will ask questions as needed and will take notes. | |
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| **GUIDED PRACTICE. (30 min.)** | |
| Students will use their textbooks to define key vocabulary words as well as each of the amendments. Write down the amendment, the definition and draw a symbol to help them remember the amendment or key vocabulary term. Students will work in their groups to correct their answers. Key terms: 16th, 17th, 18th, 19th amendments, referendum, initiative, recall, trust-busting, Square Deal, 1902 Coal Strike, Federal Reserve | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| * Students will create an advertisement in support or opposition to one of the major political reforms of the time. They will write a couple sentences describing the advertisement and use images as well. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK:** | |
| **REINFORCEMENT** |  | | |